

# Professional Educator Standards Board Strategic Plan

## Goal 1 - A state-level system for assessing educator preparation program quality

The PESB and OSPI need to review all current measures of preparation program quality and complete the development of an improved, ongoing state-level system for assessing program quality. Multiple sources of data, including both quantitative and qualitative measures must be used to make inferences about program quality. The system must document explicit connections between preservice preparation and knowledge and skills required in classrooms and schools, and acknowledge student diversity and the complexities associated with educator characteristics that influence student learning and development, but cannot be measured via quantitative means. Related to this is a current desire, but not yet a means, to assess the relationship between quality measures of educator preparation programs and impact on student learning. It is a complicated research question. The ability to tease-out the impact of an educator's preparation program, from the myriad of other factors that influence student learning, is extremely difficult

### Objective Group 1:

- 1A.** Survey all program completers and their employers about educator preparation program quality. Create incentives to ensure high return rates for data reliability.
- 1B.** Reexamine current data demands on institutions and focus institutions' data collection on most relevant indicators of program quality.
- 1C.** Focus each institution's Professional Education Advisory Board's data requirements and plans for improvement on program quality.
- 1D.** Publicly report innovative practices of teacher preparation programs.
- 1E.** Make the reports regarding the assessment of educator preparation program quality available on PESB Web site.

**Objective 2:** Identify, support, and raise policymaker awareness about state-level evidence-based research projects demonstrating impact of educator preparation, along with other factors on student learning.

**Objective 3:** Ensure that review process for endorsement programs includes individuals with content-specific expertise related to the endorsement being reviewed.

**Ends Policy:** State policy makers, educators, and the public will have access to clear and comprehensive information on educator preparation program quality, focused on impact on student learning, to monitor program quality and make necessary changes in policy.

## **Goal 2 – Ongoing strategic planning across sectors grounded in student performance data**

Student performance data must be used to drive coordinated strategic planning between P-12 and higher education to improve student learning and close the achievement gap. Educator preparation, quality of educational practice, and student learning are shared responsibilities. Currently, student performance data and strategies for school and student learning improvement are not systematically shared with educator preparation programs or used to drive program improvements.

### **Objective Group 1: Facilitate new opportunities for collaborative strategic planning**

- 1A.** OSPI School Improvement and educator preparation programs share data and develop collaborative statewide strategies that will inform and impact educator preparation programs.
- 1B.** Educational Service Districts (ESDs), OSPI and educator preparation programs discuss continuing education and inservice professional development that is needed based on student performance data.
- 1C.** P-12 schools (public and private) and educator preparation programs, to enhance preparation environments through more authentic grounding issues and challenges of real practice.

**Ends Policy: Educator preparation programs and P-12 state and local leadership will routinely engage in collaborative strategic planning that is grounded in K-12 student performance data to inform programmatic and policy changes needed to improve student learning.**

## Goal 3 - Incentives and supports for model partnerships

Recognizing the value of field-based experiences in the preparation of educators, we need to increase supports available for partnerships. These formal and informal partnerships must explore and solve specific problems or pilot promising practices in educator preparation and certification. These opportunities to apply research and best practices to real-life situations also have larger implications for system-wide changes in policy and practice

### Objective 1:

**1A.** Secure funding support for the creation of Professional Development Schools where teacher candidates participate in performance-based, mentored internships; university faculty are on-site; lead teachers serve as adjunct faculty for the college of education; and data are collected related to impact of the program on student performance.

**1B.** Secure funding for a pilot program to convert some Focused Assistance Schools into Professional Development Schools where concentrations of teacher candidates increase ratio to students.

**1C.** Higher Ed / School partnerships as models of high quality field placements directly linked to school and student learning improvement efforts.

Might also address: incentives and compensation for teachers who supervise student teachers and district long-range forecasting of anticipated openings.

**Objective 2:** Dissolve institutional barriers/model strategies for effective collaboration between deans/directors of colleges of education and colleges of liberal arts and science to address such issues as:

**2A.** Institutional strategies for competencies to drive curriculum; including identification of common learner outcomes and needed changes in existing course requirements tied to the learner outcomes; and

**2B.** Flexibility in faculty load and assignments to facilitate greater direct involvement of university faculty in schools.

**Ends Policy:** Higher education institutions and school districts will jointly operate field-based partnerships to address challenges or pilot promising practices in both educator preparation and school improvement efforts.

**Ends Policy:** Deans and directors of colleges of education and colleges of liberal arts and science will operate collaboratively, reflecting shared goals and perspectives, to achieve truly performance-based preparation of educators.

## **Goal 4 - An agreed-upon and widely understood system for review and revision of high and relevant preparation standards and certification requirements for all educators**

Standards for educator preparation and certification need not only to align with today's standards for students, but they also need to be reviewed and revised in anticipation of what our students will need to know and be able to do in the future. The development of these standards must be ahead of the curve, reflecting research and rigorous dialogue regarding the essential knowledge and skills educators will need to possess. Preparation programs must have the time to plan the resources needed and design programs ready to prepare educators for future student needs. In addition, continuous effort must be focused on identifying and eliminating disconnects between educator preparation and the realities of educators' daily jobs.

**Objective 1:** Study the depth and breadth of subject-knowledge preparation for middle-grade teachers.

**1A.** Are K-8 endorsement competencies rigorous enough for teaching specific content at the middle level?

**1B.** Should Washington have a K-6 rather than K-8 endorsement, particularly in light of "highly-qualified" requirements under the No Child Left Behind Act?

**Objective 2:**

**2A.** Translate residency certificate knowledge and skill standards for teachers into a common set of performance expectations.

**2B.** Focus standards on diversity in cultural knowledge and respect; use of technology in a global world; applied learning; and personalization that allows for effective, meaningful connections with students.

**Objective 3:** Create job imbedded internships that provide opportunities for prospective school principals to acquire the skills and knowledge required for leading high-performing schools.

**Objective 4:** Ensure that program designs of educator preparation programs reflect the shift to performance-based standards.

**Objective 5:** Ensure that interstate reciprocity agreements uphold high standards without discouraging entry into the Washington educator profession.

**Ends Policy:** All Washington educators will be prepared and certified according to high and rigorous standards to ensure they are effective in helping students meet or exceed state learning goals.

## **Goal 5 - State-level capacity and coordination in collecting and analyzing critical data for decision making.**

Educators and policymakers must have appropriate access to useful and comprehensive information about the educator workforce to inform policy development and analysis. Too often the answer to questions posed by the PESB regarding Washington's system of educator preparation and certification and the qualifications of our educator workforce has been "We don't know." For example, no data currently exist that can tell us how many teachers providing instruction in mathematics hold a major or minor in math, whether they hold the appropriate certification for teaching math, whether there is a relationship between student demographics or geographic location and qualifications of math teachers, and whether or not math teachers have access to high quality professional development. Washington lacks this and other critical data needed to inform policy development and to evaluate the effectiveness of implemented policies.

### **Objective 1:**

**1A.** Secure legislative policy and funding support for development and implementation of an educator workforce data system to inform policy development and analysis; (including ability to track educator assignment and credentials – from Goal 6).

**1B.** Implementation of electronic/online certification system and central repository of educator credential data.

**Objective 2:** Improve tracking and accountability related to planning and use of educator certification fees to support educator quality.

**Ends Policy:** State policymakers, educators and citizens will have access to comprehensive information about the educator workforce, provided through a coordinated state data system, for tracking progress and informing decision making.

## Goal 6 - Realistic strategies for ending out-of-field assignment

Greater access, opportunity, and system options for educators to become appropriately credentialed must be created statewide to eliminate the necessity for out-of-endorsement assignment. The best systems of preparation and certification are of little impact if educators are not assigned in the field in which they were prepared and certified. There are widely varying opinions about the scope of out-of-field assignment in Washington, but the bottom line is, we don't really know. Washington State does not collect teacher assignment data related to endorsement or degree. We do know that Washington regulations related to out-of-endorsement assignments were created to allow needed flexibility, particularly for rural and remote districts having difficulty finding appropriately-credentialed teachers. We also know resoundingly from research that teachers possessing adequate understanding of the subjects they teach is critical to student learning. Yet the number of districts granting assignment waivers has increased by over 40% since 2000 and that it is a problem nationwide.

**Objective 1:** Create more options, access, and incentives for educators to gain additional endorsements.

**Objective 2:**

**1A.** Limit the renewal of conditional certificates paired with options for conditionally-cert educators to become fully credentialed.

**1B.** Review and place time limit on existing endorsement-related assignment policy in WAC.

**Objective 3:** Conduct an examination of the influence of local hiring practices / local contract agreements related to assignment.

**Ends Policy:** All Washington teachers will be assigned in roles appropriate for their state-issued certificate to ensure all students receive instruction from teachers who possess adequate knowledge and skills related to the subjects they teach.

## **Goal 7 - New standards and state system to guide approval and evaluation of providers of professional development that meet continuing education requirements**

A state system of approved providers should help ensure that teachers have adequate access to high-quality professional development that will improve outcomes for students. Current standards for approving providers are minimal, and do not align with what is supported by research or promoted by the state. No central source of information exists on providers or opportunities, participant ratings of their offerings, or any other form of evaluation data.

**Objective 1:** Establish standards in WAC for all state-approved providers, reflecting: known research-based effective practices in professional development; the Washington Professional Development Guidelines; and alignment with Washington's certification standards for teachers, EALRs and GLEs.

**Objective 2:** Secure policy and funding support for the implementation of a web-based centralized professional development registry and evaluation system required for all state approved providers of professional development. Support interested districts and educators in effectively implementing the use of professional growth plans for certificate renewal.

**Ends Policy:** State-approved providers of professional development will be held to high quality standards that reflect certification standards and student learning improvement goals to ensure accountability for high-quality offerings.

**Ends Policy:** All Washington educators will have adequate access to information about, and opportunity to participate in, high-quality professional development that enhances their capacity to positively impact student learning.

## **Goal 8 - Enhanced access and expanded program delivery options for preservice educator preparation**

A greater repertoire of options for educator preparation must be added to those that currently exist. There are still geographic regions in Washington State where individuals who wish to become educators lack reasonable access to a preparation program. Additionally, some individuals need greater flexibility in preparation program design to meet their needs.

**Objective 1:** Support institutions in implementing greater use of technology in preservice preparation; including greater use of online technology and strategies for more effective use of the K-20 network.

**Objective 2:**

**2A.** Expand alternative routes to teacher and principal certification and exploring an alternative route for school psychologists and speech-language pathologists.

**2B.** Expand cross-institutional consortia as a delivery model for educator preparation as a means for enhancing geographic access.

**2C.** Develop “pipeline” programs for paraeducators with transferable associate degrees that allows them to remain employed while completing requirements toward teacher certification

**Objective 3:** Explore an increased role for community colleges and ESDs.

**Objective 4:** Ensure that criteria for approving new preparation programs includes clear demonstration of how the program will expand current options, in terms of providing greater access and ability to address state goals and candidate needs.

**Objective 5:** Eliminate barriers for programs to transition to truly performance-based models, including:

**5A.** Addressing the disconnect between course and credit requirements and performance-based requirements.

**5B.** Transition from focus on course completion to identification of desired learner outcomes and means for assessing their attainment.

**Ends Policy:** All prospective educators in Washington will have affordable access to performance-based educator preparation programs regardless of geographic location to help ensure equity and an effective state system of supply and demand.



## Goal 9 - Systemic and strategic approach to educator recruitment

We must focus collective resources and efforts on targeting of state needs to address shortages and increase diversity. Washington is experiencing shortages, in some cases severe, in specific teaching subject areas, educator roles, and geographic regions of the state

### Objective 1:

**1A.** OSPI's, PEC Division, district/personnel administrators and the HECB convene annually the leadership of higher education educator preparation programs to discuss trends/projections in educator supply and demand and develop a collective strategy for impacting future enrollment.

**1B.** Facilitated and encourage efforts to combine district long-range forecasting of anticipated openings, associated field-based placements and cooperating/mentor teachers needed with higher education strategic enrollment planning.

**Objective 2:** Identify and eliminate unnecessary policy and practice barriers to entry into the professions.

**Objective 3:** Advocate for increased and coordinated financial incentives for entering targeted education professions.

**Objective 4:** Recognize non-school experience of ESAs and Plan 2 Career-Technical Education Teachers on the salary schedule

### Objective 5:

**5A.** Identify and evaluate existing recruitment strategies that target different potential educator populations and direct state investment toward successful strategies.

**5B.** Convene colleges of education to share information and best practices related to program aimed at recruiting greater diversity in educator preparation.

**Ends Policy:** Financial and other forms of incentives, together with easily navigated processes for state certification, will encourage and facilitate prospective educators to practice in Washington State to ensure an adequate supply of highly qualified educators.

**Ends Policy:** Educator recruitment strategies will attract more diverse candidates to educator professions so that Washington's educator workforce will reflect the diversity of its student population.

## **Goal 10 - A state-supported, career-long continuum of educator development**

A continuum of educator support is essential to ensuring the long-term success of our system of educator preparation and certification. Our best preparation and certification efforts are for naught if educators enter our schools feeling unsupported, experience ongoing obstacles to effective practice, and leave the profession.

**Objective 1:** Secure state policy and funding support for high-quality, sustained beginning teacher induction and mentoring including:

- 1A.** Induction support of adequate length for ALL new educators;
- 1B.** Research-based statewide standards for high-quality induction programs;
- 1C.** Exemplary models;
- 1D.** Clear links between beginning induction and pro cert, and guidance for districts in creating better linkages;
- 1E.** Expectations for mentor training and that clearly and consistently defined;
- 1F.** Support for districts to reduce beginning educator class/case load.

**Objective 2:** Support for the current workforce.

- 2A.** Fund professional development that clearly supports a career continuum;
- 2B.** Expand professional leadership development opportunities for principals;
- 2C.** Provide financial incentives for educators to pursue advanced certification that clearly benefits student learning;
- 2D.** Ensure equity of supports for all educators regardless of economic status of their school/district;
- 2E.** Re-align compensation with state system expectations.
- 2F.** Explore options for including private school teachers and administrators in state-sponsored professional development activities;

**Objective 3:** Continue improvements in implementation of the professional certificate for teachers, including:

- 3A.** Information / communication to preservice candidates from preservice programs and from districts to newly hired teachers raising awareness and understanding of professional certificate requirements.
- 3B.** Consistent statewide standards for assessing performance against pro-cert standards / agreed-upon standards for evidence
- 3C.** Assessing impact of professional certification on teaching practice and student learning
- 3D.** Greater clarity and consistency related to program requirements across all programs
- 3E.** Equitable access to, choices, and cost of programs statewide.
- 3F.** Out-of-state experienced teachers – what should be required? Continued

exploration of the potential reciprocity with other states.

**3G.** Consistency in Professional Growth Plan format across programs

**3H.** Financial burden to teachers without subsequent financial gain

**3I.** Alignment between requirements for professional certification and district/school learning improvement plans.

**Ends Policy: All Washington educators will report receiving adequate professional support and resources to ensure they are effective in their professional roles throughout their career.**